

Chart Showing Relative Number of Teachers and Courses of Instruction Offered in Richmond College in the Sessions of 1880-'81, 1895-'96 and 1909-'10.

The relative number of teachers is shown on the left, and the courses of instruction on the right. As shown by the chart, the number of teachers and courses of instruction have almost doubled during the past fifteen years. The additions already made for the next session bring the numbers up to twice what they were fifteen years ago. Many citizens of Richmond are well informed concerning the growth and development of Richmond College, but others do not know that Richmond has within its gates a standard college of high-grade teaching all the subjects found in the courses of the best American colleges. If you are not informed concerning these facts, send for a copy of the 1910-'11 catalogue, which has just come from the press.

Address President F. W. BOATWRIGHT,
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AUTOBIOGRAPHY OF TEACHER

(Continued From Third Page)

ther that Miss N. could handle the Reservoir School all right because it was a small school; and then, if Johnny Jackson attended the neighboring school there would be no advanced pupils. But Johnny's mother seemed to be better pleased with Miss N. than with me, so Johnny went to Miss N. It was rumored that he spent his time in entangling the teacher in arithmetic and history, and in "squeezing the schoolmarum."

While I had to take the leaveings in the way of schools that winter, I think that it was better for me. I made the trip every day, walking or riding as the roads permitted. I do not think that I proved as good a teacher as my brother, but the patrons were quite pleased; they gave me a big dinner on the last day and requested the trustee to let me come back there the next winter.

Finally I worked my way through college. I intended to teach near Indianapolis the next winter so that I might run in once in a while to a theatre. I secured the school, and was making preparations to dive into the work in earnest. I took the examination, made a high grade, and was very much elated.

But my parents wanted me to teach near home that winter. There was a fight on in our home township over a graded school building. The trustee was a Democrat and was in favor of the school. My father was a Republican, and was also in favor of it. The trustee was able to swing most of the Democrats his way, but not all. The battle waged hot and strong, but the trustee carried the day. The next thing was to get a principal who could hold things level and who would be able to draw pupils from other districts in the township. I was just out of college and my sheepskin looked about as big as the presidency to some of the country folks. I had the reputation for getting results in the schools where I had taught previously.

Then the trustee knew that I was a Republican, and he thought that fact would tend to appease the Republican opposition over the township and cause them to send their boys and girls to the graded school. We sailed in and "had a rattling good school." Before spring the bitterest opponent was sending his boy to my school.

I felt as proud as the Queen of Sheba. I was "it," being principal of the graded school and president of the teachers' institute, yet I was almost the youngest among them. I worked hard that winter and the school was pronounced a success, but I could not get the Anglo enthusiasm for the work—so I folded my tent like an Arab and silently stole away.

I have often tried to analyze the causes for my lassitude and lack of interest in school work.

In the first place, I ate too much. On the Indiana farm there are fresh pork, home-seasoned sausages, spare-ribs, backbones, liver, hearts, sweet potatoes, fried mush, soup, milk by the gallons, butter by the firkin, corn bread, sauerkraut by the barrel, the whole jam and jelly family, and all their preserves cousins. If you don't eat a "whole lot" the folks will think surely you are sick and will want to call the doctor. Then you top off nearly every meal with pies and cakes; the pie crusts always have plenty and to spare of shortening, and the cakes are quite well saturated with butter and lard, for the recipe always says a lump of butter—and a lump to a farm wife is never smaller than a large goose-egg.

The school children were not in any better condition to learn than I was to teach. Oh, the efforts we used to make to keep awake in the afternoon! We all thought that work was an imposition thrust upon us as punishment by an unmerciful God, for we didn't see any joy-spirits sauntering around and hovering over it. But the minute I was out of the schoolroom I took a bee-line for home, where I'd plunge into algebra, Latin and German for my college course. When I got snuggled down to that I felt like singing, "We won't go home till morning." I ought to have been prosecuted for treating the pupils like that, but it was the fashion. You may find that state of affairs in thousands of

schools all over the country, and many of the teachers do not have as plausible an avocation as studying Latin and algebra for college credits. Another reason for my lassitude in school work and my dislike for it was my lack of scholarship. I made a much higher grade than the average amateur, yet I was deficient in scholarship in spite of that. While scholarship is not the worst of all evils of education, it is a very essential part. One of the most conspicuous traits of the child-mind is its boundless curiosity. "I want to know," is its shibboleth, and the child would forever retain this curiosity if we older folks did not dull it and freeze it out. We shut him off by telling him that he is not old enough to understand this or that; or, if we undertake to answer him, our reply is so evasive and so incomplete, so much expressed in hieroglyphics, that the child is misled.

A little girl just turned seven, with life and joy dimpling her rosy cheeks, asked me one day where the flower got its petals. She did not call them petals, but she happened to have in her hand some petals and she wanted to know where the flower got them. I told her that God made them that way—because at that time I did not know how the bees and the butterflies helped to shape the flowers and to give them color; or, rather, how the flowers had colored and shaped themselves so as to attract the bees. I did not know then that at one time the petals, the sepals, the stamens, and the pistils were green leaves and that nature had found it profitable to change their shapes and hues. If I had only known it, and if I had only told the little girl something about it, what a world of sympathy and beauty it would have opened up to her! It would have made her watchful for a specimen in which some of the petals were green, having reverted to the mother type and thus given the secret away. She would have known why the bees and the butterflies visit the flowers—that they go not only for honey, but also to help the flowers along in their love affairs.

My answer sealed up the avenue to her mind, for the reply was meaningless. It would have been just as injurious perhaps for me to have told her that I did not know. If I had only told her a little of the secret of the flower, she would have been wideawake when she looked at the next flower. She would have known that it had a secret, too, and she would have been wild to find it out. When she saw the next flower, she certainly felt no impulse to examine it, for it would have no secret for her. She would have thought "God made it that way," and let it go at that.

If parents were certain students, if they did not "settle down" when they got married, there would not be so much need for schools. Think of trying to plow with a plow that would not scour, or to cut grass with a sickle that would not hold an edge. Then think you that it is strange that boys and girls grow up with no love for knowledge? The minds of their fathers and mothers are growing more and more rusty all the time. The minds of teachers are very little better, if any, for they cram for the examination; having passed that and secured their certificate to teach, they drop all studies until time to cram again; as for following some systematic course of investigation, such things seldom enter their minds. If such a teacher arises, he is ambitious to secure some better position than the country school, so, by the time he becomes proficient he leaves the country school, and the country boys and girls take the beginners, or those who are not competent to command better positions. In the city schools there are head teachers or superintendents and principals who have more or less professional interest and they keep nagging the subs to exertion. There is more doing, more to discuss, and the subs feel that they must study; that perhaps sets the standards a little higher, yet I am not sure but that it makes for greater formality. I think there are more investigators among the city teachers; then, there is a little more inducement from the standpoint of salary and permanency of position. The standards of life are higher in the city than in the country; the city teacher is more refined and on the whole is better educated. So many country teachers are in the work to earn money to take them through college, to help them pay out on a small piece of property, or to make a little money to establish them in business. Of the fourteen teachers who were teaching in my home township twelve years ago, only one is teaching to-day, and he intends to leave the schoolroom as soon as he raises the mortgage on his farm.

I remember asking my father one time why the woodpecker pecked the tree. He said that he did not know. I asked my uncle, and he did not know. I then asked my teacher a sweet sixteen whom I dearly loved. She laughed and told me that she did not know, and added that it wasn't very important.

(To be Continued Next Sunday.)

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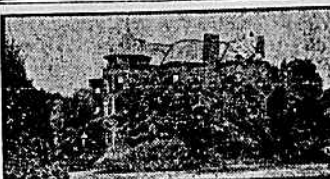
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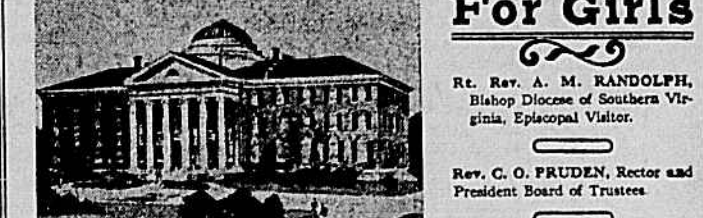
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